**Assessment Recommendations for**

**EngageNY/Eureka Math *A Story of Units***

**First Grade – Module 3**

|  |  |
| --- | --- |
| Table of Contents | |
| Module Assessment Overview | page 2 |
| Grade 1 Standards Checklist | page 3 |
| Module 3 End-of-Module Assessment Task… |  |
| Score Sheet | pages 4-5 |
| Rubric | pages 6-7 |
| Key | pages 8-11 |

**Module Assessment Overview**

**Purpose of Assessments**

**Mid-Module Assessment:** These tasks address approximately the **first half** of the module’s learning objectives, and provide important information for instruction and for grading.

**End-of-Module Assessment:** These tasks are based on all standards addressed in order to gauge students’ full range of understanding of the **module as a whole**. The End-of-Module assessment should carry more weight than the Mid-Module Assessment in terms of student grades in the appropriate domain.

**Administration of Assessments**

* Mid- and End-of-Module Assessments are designed to be completed in approximately one class period. However, The tests can be given over multiple days as needed.
* Assessments are designed to be completed independently by students, without assistance.
* Items can be read to students as needed. (Read the items as written; do not reword.)
* These tasks should not be preceded by review of similar problems.

**Grading Guidance**

***The points assigned to each step in the progression of learning on the rubrics have been changed.*** EngageNY’s 1-4 step/point scale, in which Step 4 denotes proficiency with grade level standards, may be confused with Bethel’s 1-4 standards-based grading system. To alleviate confusion, Bethel’s cover sheets and rubrics will use a 0-3 point scale with 3 points denoting proficiency at grade level standards.

**General Grading Guidance:**

* On the report card, student learning is reported by CCSS domain. The First Grade CCSS domains are: Operations and Algebraic Thinking, Number and Operations in Base Ten, Measurement and Data, and Geometry.
* Grades in each domain should be based on multiple sources of evidence, including the Mid- and End-of-Module Assessments. The End-of-Module assessment should carry more weight than the Mid-Module Assessment in terms of student grades in the appropriate domain.

**Module 3 Grading Guidance:**

* Standards 1.MD.1, 1.MD.2, and 1.MD.4 are only assessed in First Grade Module 3.The remaining standards in this module will be assessed again in later modules. (See checklist on page 3.)

**Updates**

Please check this section in future modules for updates and/or revisions as we learn from feedback provided by teachers.

**Grade 1 Common Core State Standards Checklist by Module**

This grade-level chart provides an at-a-glance view of when each standard is addressed. **Shaded boxes indicate standards first assessed in Module 3**. *Note that standards included in major clusters are followed by an asterisk (\*)*. Please refer to the Curriculum Overview of *A Story of Units* for a curriculum map and detailed grade-level descriptions including a summary of the year, a rationale of the module sequence, and a standards alignment chart.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| CCSS | | GRADE 1 MODULES | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 |
| 1.OA | 1\* | X | X | X | X |  |  |
| 2\* |  | X |  |  |  |  |
| 3\* | X | X |  |  |  |  |
| 4\* | X | X |  |  |  |  |
| 5\* | X |  |  |  |  |  |
| 6\* | X | X |  |  |  |  |
| 7\* | X |  |  |  |  |  |
| 8\* | X |  |  |  |  |  |
| 1.NBT | 1\* |  |  |  | X |  | X |
| 2a\* |  | X |  | X |  | X |
| 2b\* |  | X |  |  |  |  |
| 2c\* |  |  |  | X |  | X |
| 3\* |  |  |  | X |  | X |
| 4\* |  |  |  | X |  | X |
| 5\* |  |  |  | X |  | X |
| 6\* |  |  |  | X |  | X |
| 1.MD | 1\* |  |  | X |  |  |  |
| 2\* |  |  | X |  |  |  |
| 3 |  |  |  |  | X | X |
| 4 |  |  | X |  |  |  |
| 1.G | 1 |  |  |  |  | X |  |
| 2 |  |  |  |  | X |  |
| 3 |  |  |  |  | X |  |

**First Grade Module 3: End-of-Module Assessment Task Score Sheet**

A Progression of Learning

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency.* In this chart, this progress is presented from left to right.  The learning goal for each student is to move to the last step, “Evidence of solid reasoning with a correct answer”.  These steps are meant to help teachers and students identify and celebrate what the student CAN do now, and what they need to work on next.

| Score Key: A Progression of Learning | | | |
| --- | --- | --- | --- |
| Little evidence of reasoning without a correct answer.  (0 Points) | Evidence of some reasoning without a correct answer.  (1 Point) | Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (2 Points) | Evidence of solid reasoning with a correct answer.  (3 Points) |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Module 3: End-of-Module Assessment** | | | | | | |
|  | **Domain** | | | **Standards** | | | |
| Question | Operations and Algebraic Thinking | | Measurement and Data | 1.OA.1 | 1.MD.1 | 1.MD.2 | 1.MD.4 |
| 1 | 0 1 2 3 | | 0 1 2 3 | X |  |  | X |
| 2 |  | | 0 1 2 3 |  | X |  |  |
| 3 |  | | 0 1 2 3 |  |  | X |  |
| 4 a, b, c |  | | 0 1 2 3 |  | X | X |  |
| 4d | 0 1 2 3 | |  | X |  |  |  |
|  | |  | |
| Domain  Score | Operations and Algebraic Thinking | Measurement and Data | |
| Level |  |  | |
| Level 3 | 5-6 points | 10-12 points | |
| Level 2 | 3-4 points | 6-9 points | |
| Level 1 | 0-2 points | 0-5 points | |

Note: For more information about standards assessed in this module, see back of this score sheet.

Notes:

**First Grade Module 3: End-of-Module Assessment Task Score Sheet (continued)**

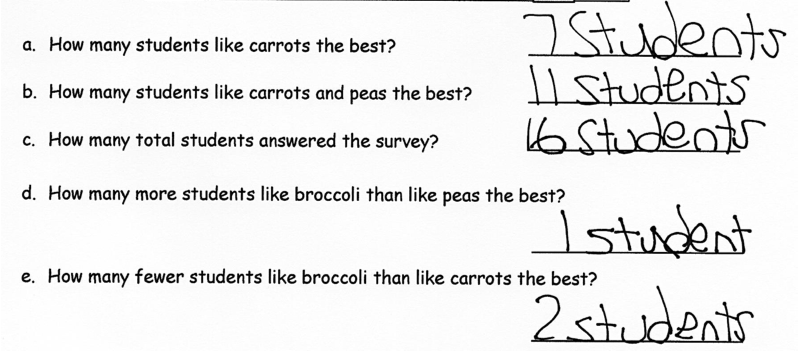
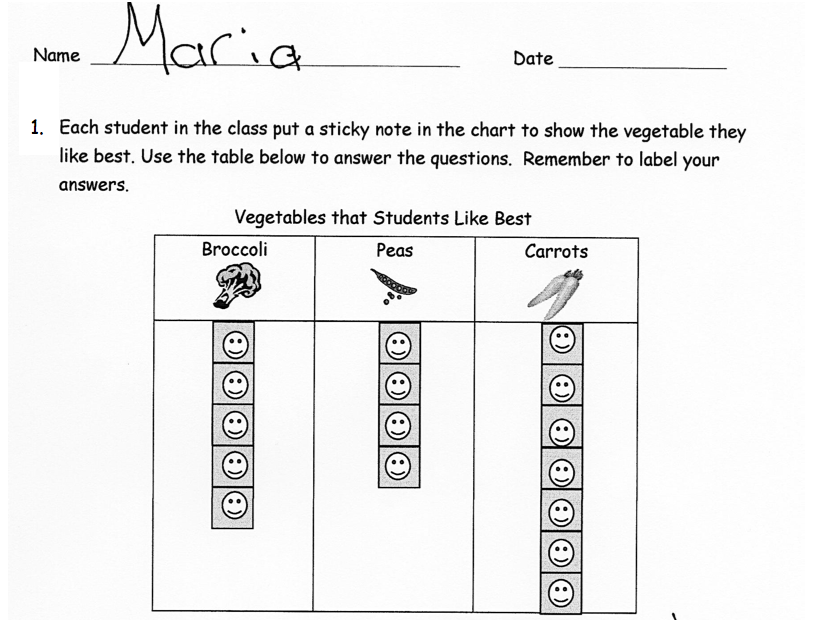
|  |
| --- |
| End-of-Module Assessment Task (Topics A–D)  Clusters and Standards Addressed |
| Represent and solve problems involving addition and subtraction.  1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. (See Glossary, Table 1.)  Measure lengths indirectly and by iterating length units.  1.MD.1 Order three objects by length; compare the length of two objects indirectly by using a third object.  1.MD.2 Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. *Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.*  Represent and interpret data.  1.MD.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another. |

**First Grade Module 3: End-of-Module Assessment Task Rubric**

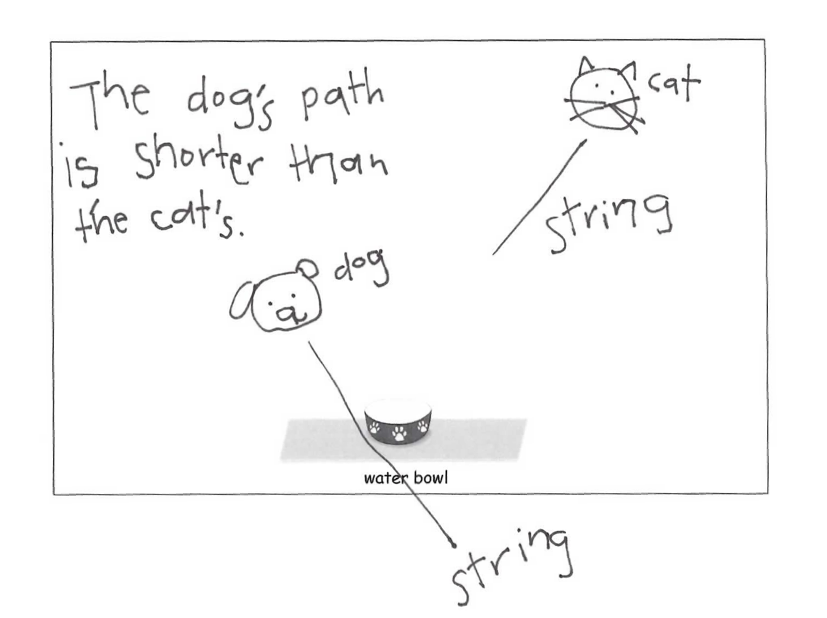
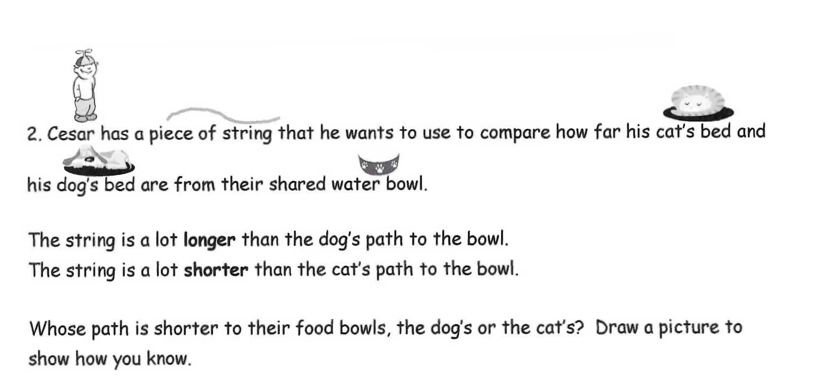
**\* Indicates items that have been changed/modified from the original EngageNY Rubric.**

| A Progression of Learning | | | | |
| --- | --- | --- | --- | --- |
| Assessment  Task Item  and  Standards Assessed | STEP 0  Little evidence of reasoning without a correct answer.  (0 Points) | STEP 1  Evidence of some reasoning without a correct answer.  (1 Point) | STEP 2  Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (2 Points) | STEP 3  Evidence of solid reasoning with a correct answer.  (3 Points) |
| **1\***  1.MD.4  1.OA.1  Use this rubric to score students in both MD and OA. | The student demonstrates little to no understanding of how to read or interpret the graph. | The student correctly answers **1** of the 5 parts. (See below.) | The student correctly answers **2-3** of the 5 parts. (See below.) | The student correctly answers **4-5** of the 5 parts. (See below.) |
| a. 7 students b. 11 student c. 16 students d. 1 student e. 2 students | | | |
| **2**  1.MD.1 | The student demonstrates little to no understanding of the comparison. | The student demonstrates some understanding of how the string can be used to compare the two paths (i.e., by using pictures), but provides inaccurate responses. | The student identifies that dog’s path is shorter, but is unable to provide a clear explanation.  Or, the student incorrectly identifies the cat’s path as shorter, but is able to draw a picture to explain (this may reflect a linguistic interpretation issue). | The student correctly:   1. Identifies that dog’s path is shorter. 2. Explains how the string could be used to compare the distance from each desk to the door (transitivity), by drawing pictures. |
| **3 \***  1.MD.2 | The student correctly answers **0-1** of the seven parts. | The student correctly answers **2-3** of the the seven parts. | The student correctly answers **4-5** of the seven parts. | The student correctly answers **6-7** of the seven parts. (See below.) |
| **(1)** Identifies (b) as having the proper measurement.  **(2)** Identifies (d) as having the proper measurement.  a. **(3 & 4)** Cites at least **2** key elements to measuring accurately in her own words.   * + no gaps   + attentive to endpoints   + same-sized length units   b. Identifies correct measurements for **(5)** b (4 cm) and **(6)** d (2 paper clips). (Units are required). **For this item, accept correct measurements for any items the student identified in parts 1 & 2, even if b and d were not identified.**  c. **(7)** Explains that measuring with different lengths of units (small or large paper clips) can result in different quantities of measurement for the same length item. | | | |
| **4 a, b, c \***  1.MD.1  1.MD.2 | The student correctly answers 0 of the six parts. | The student correctly answers **1** of the six parts. | The student correctly answers **2-3** of the six parts. | The student correctly answers **4-5** of the five parts. (See below.) |
| a. **(1)** Measures the train (8 cm), **(2)** pencils (11 cm), and **(3)** lollipop (9 cm).  b. **(4)** Orders the items by length (train, lollipop, pencil).  c. **(5)** Identifies the pencil as longer than the lollipop. | | | |
| **4 d \***  1.OA.1 | The student provides no answer. | The student incorrectly solves the comparison. | The student shows work that supports a calculation error leading to an incorrect answer. | The student correctly solves the comparison problem by identifying the pencil as 3 centimeters longer than the train.  **OR**  The student solves the comparison correctly based on incorrect measurements in parts a-c.  Note: Units are not required for full credit. |

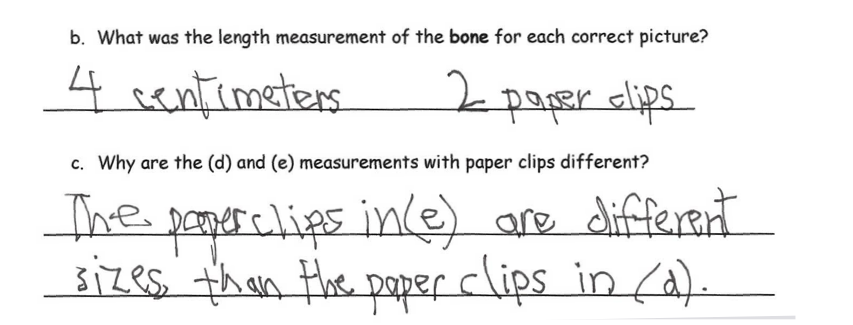
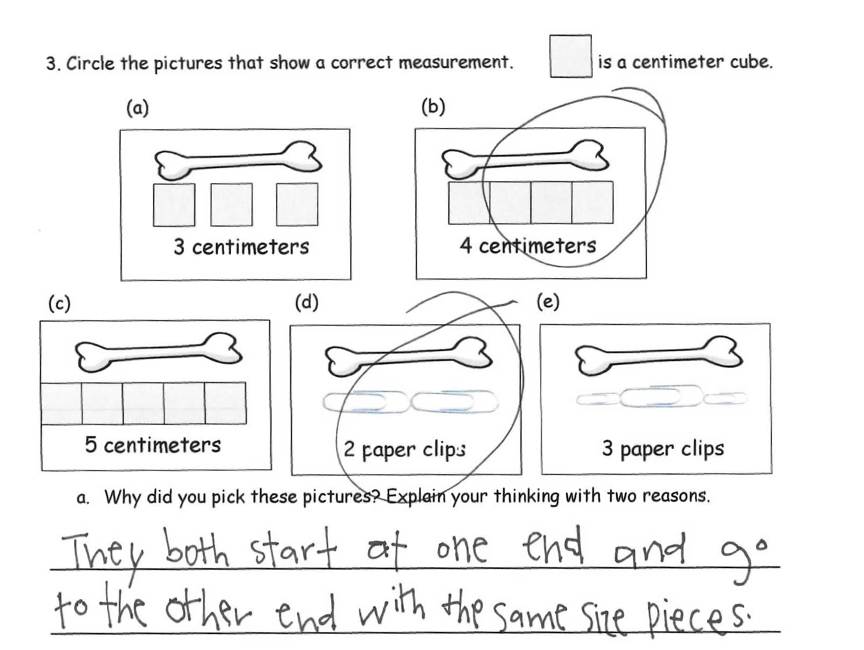
**First Grade Module 3: End-of-Module Assessment Task Key**



**First Grade Module 3: End-of-Module Assessment Task Key (continued)**



**First Grade Module 3: End-of-Module Assessment Task Key (continued)**



**First Grade Module 3: End-of-Module Assessment Task Key (continued)**

